

# Arts Integrated Lesson Plan



**ART FORMS:**  
Visual Art  
Theatre



**SUBJECT AREA:**  
Reading/English  
Language Arts

Lesson Title:

**Renoir's Luncheon of the Boating Party**

Grade:

5

Contributor, School:

Catherine Booth, Drew Elementary School

Time Frame:

Two 45-minute sessions

## State Curriculum Content Standards, Indicators, Objectives

### Visual Art Content Standard(s)

1.0 Perceiving and Responding: Aesthetic Education

Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

2.0 Historical, Cultural, and Social Context

Students will demonstrate an understanding of visual art as an essential aspect of history and human experience.

### Theatre Content Standard(s)

3.0 Creative Expression and Production

Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

### Reading/English Language Arts Content Standard(s)

Writing

4.0. Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

### Visual Art Content Indicator(s)

1.1 Identify, describe, and interpret observed form.

2.1 Determine ways in which works of art express ideas about self, other people, places, and events.

### Theatre Content Indicator(s)

3.2 Demonstrate knowledge of theatre performance and production skills in formal and informal presentations.

### Reading/English Language Arts Content Indicator(s)

4.2 Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.

### Visual Art Content Objective(s)

1.1.a Analyze how physical qualities of people, animals, and objects are represented through the elements of art.

2.1.a Analyze and interpret the content of selected works of art and compare different ways artists express ideas and feelings about life experiences.

2.1.b Select ideas, images, and forms to express

### Reading/English Language Arts Content Objective(s)

4.2.a Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose.

4.2.d Compose to persuade using significant reasons and relevant support to agree or disagree with an idea.

personal meaning about life experiences in a visual composition.  <b>Theatre Content Objective(s)</b> 3.2.a Use selected posture, movement, expression, and vocal skills to create characters. Theatre 3.2.a Use selected posture, movement, expression, and vocal skills to create characters.	
--	--

### Objective(s) (Connecting the content areas)

Students will use their historical and social understanding as well as their personal experience to interpret the scene depicted by Renoir's *Luncheon of the Boating Party*. They will use this understanding to create a tableau of the scene and a dialogue for the characters. Oral and written interpretations will deepen their appreciation of what the artist has accomplished.

### Key Arts Vocabulary

*tableau, composition, social class, setting, art elements*

### Key Reading/English Language Arts Vocabulary

*setting, character, mood, dialogue*

### Prior Knowledge Students Need for This Lesson

#### Arts

- Elements of art

#### Reading/English Language Arts

- Elements of a story
- Concept of social class and interactions

### Materials and Resources

#### Materials and Resources for the Class

- Writing prompt: Who's in the painting?
- What are the subjects of this painting thinking, feeling, and talking about?
- Copies of the painting
- Paper and glue stick for student-created speech bubbles
- Writing paper

#### Materials and Resources for the Teacher

- Overhead projection or print of Renoir's painting, *Luncheon of the Boating Party*
- Overhead projection or print of Braque's painting, *The Round Table*, for Lesson Extension

### Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

#### Session One

- Teacher introduces the painting, Renoir's *Luncheon of the Boating Party* (name of painting first withheld from the students), and includes a discussion pertaining to art elements.
- Students are invited to share their observations and discuss time, setting, characters, mood, etc.
- The name of the painting and the artist is then introduced to the students. The teacher briefly introduces the concept of how this painting reflects the changing character of French society in the mid to late 19<sup>th</sup> century. The restaurant welcomes customers of many classes, including a laborer, a businessman, a society man and woman, an artist, an actress, seamstresses, and shop girls. This diverse group reflected a new, modern Parisian society.
- Students discuss how the painting's name, artist, and background information influence their interpretation of *Luncheon of the Boating Party*.
- Students seek clues to identify possible character information.
- Students, in groups of seven, strike a tableau pose that captures the composition and feeling of the painting. Each member of the group assumes a pose of a character in the painting.

- The audience is invited to guess the identity of the characters as portrayed.

#### Session Two

- The teacher distributes writing prompts and copies of the painting.
- The teacher models with the students possible responses to writing prompts and speech bubbles.
- Students work individually or in pairs on responding to writing prompts and speech bubbles.

#### Closure/Summary

---

- Students share and discuss responses to writing prompts.
- Students share responses in speech bubbles.
- Students discuss what about the image supports their speech bubbles.

#### Assessment (Description/Tools)

---

- Did tableau poses capture the composition and energy of the painting? How so?
- Did written responses to prompts and speech bubbles reflect an understanding of the social atmosphere of the painting and its characters?
- 

#### Lesson Extensions

---

- Students compare Renoir's painting, *Luncheon at the Boating Party*, with Braque's painting, *The Round Table*.
- What are the similarities and differences in the painting style, composition, and message of these two paintings?